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*Annual Report*  
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# Austin Public Schools.



**Eighteenth Annual Report**

1898-1899.



EIGHTEENTH  
ANNUAL REPORT  
OF THE BOARD OF  
PUBLIC SCHOOL TRUSTEES  
OF THE  
CITY OF AUSTIN, TEXAS,  
**For the Year Ending August 31, 1899.**

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PUBLISHED BY AUTHORITY.

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AUSTIN, TEXAS:  
VON BOECKMANN, SCHUTZE & COMPANY. PRINTERS,  
1899.

## THE BOARD OF TRUSTEES.

### MEMBERS OF THE BOARD.

NAME	RESIDENCE	PLACE OF BUSINESS	TERM EXPIRES
J. B. Rogers.....	808 East 13th.....	County Court House.....	December, 1901.
J. W. Graham.....	2508 Rio Grande.....	912 Congress Ave.....	December, 1901.
Geo. P. Garrison.....	2600 Whitis Ave.....	State University.....	December, 1903.
Jefferson Johnson.....	900 East 8th.....	State Capitol.....	December, 1903.
R. M. Castleman.....	308 East 7th.....	606 Congress Ave.....	December, 1903.
W. J. Mathews.....	506 West 22nd.....	620 Congress Ave.....	December, 1901.

### OFFICERS OF THE BOARD.

J. B. ROGERS.....	PRESIDENT
J. W. GRAHAM.....	SECRETARY
W. R. HAMBY .....	TREASURER
T. G. HARRIS .....	SUPERINTENDENT

### BOARD OF EXAMINERS.

J. E. PEARCE,	J. L. TAFF,	T. A. BROWN,
ALFRED FRESHNEY,	T. G. HARRIS.	

## STANDING COMMITTEES.

### BUILDING AND SUPPLIES.

J. W. GRAHAM, CHAIRMAN,  
R. M. CASTLEMAN, \_\_\_\_\_ W. J. MATHEWS.

### RULES AND REGULATIONS.

W. J. MATHEWS, CHAIRMAN,  
G. P. GARRISON, \_\_\_\_\_ C. J. JOHNSON.

### TEACHERS, TEXT-BOOKS, AND EXAMINATIONS.

G. P. GARRISON, CHAIRMAN,  
J. W. GRAHAM, \_\_\_\_\_ C. J. JOHNSON.

### FINANCE.

C. J. JOHNSON, CHAIRMAN,  
J. W. GRAHAM, \_\_\_\_\_ R. M. CASTLEMAN.

### ALLAN FUND.

R. M. CASTLEMAN, CHAIRMAN,  
G. P. GARRISON, \_\_\_\_\_ W. J. MATHEWS.

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## DIRECTORY.

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### SUPERINTENDENT'S OFFICE HOURS.

#### HIGH SCHOOL BUILDING.

School days—from 3:00 p. m. to 4:30 p. m.

Saturdays—from 10:00 a. m. to 12:00 m.

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### CLERK'S OFFICE HOURS.

#### HIGH SCHOOL BUILDING.

School days—from 8:30 a. m. to 12:00 m.; 2:00 p. m. to 4:00 p. m.

Saturdays—from 9:00 a. m. to 12:00 m.

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### REGULAR MEETING OF SCHOOL BOARD.

#### SUPERINTENDENT'S OFFICE.

First Friday in each calendar month, at 4:00 p. m.

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### PRINCIPALS' MEETINGS.

Principals meet with the Superintendent for consultation and discussion on the first Tuesday of each month in the Superintendent's office at 4:10 p. m.

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### TEACHERS' MONTHLY MEETINGS.

The monthly meeting of the white teachers is held on the second Saturday of each month at 9:30 a. m., in the High School Assembly Hall.

The monthly meeting of the colored teachers is held on the third Saturday of each month at 9:30 a. m., in the High School Assembly Hall.

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### PRINCIPALS OF BUILDINGS.

#### WARD SCHOOLS.

At appropriate times, Principals are allowed to call meetings of the teachers of their buildings for consultation and instruction.

## BOARDS OF TRUSTEES.

The following table gives the names of all the men who have served on the Board since the organization of the schools in 1881, and shows the year or years during which each served.

[illegible]

# STATISTICS.

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## I. POPULATION AND SCHOLASTIC CENSUS.

Estimated population of the city of Austin (city directory of 1898) .....	30,246
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### SCHOLASTIC POPULATION (CENSUS 1899).

Total number of white children within scholastic age.....	2911
Total number of colored children within scholastic age .....	1222

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Entire number of children, white and colored, within scholastic age.....	4133
Scholastic age upon which census is based.....	8 to 16
Scholastic age in city of Austin.....	7 to 19

## II. SCHOOL HOUSES AND SCHOOL PROPERTY.

### FOR THE USE OF WHITE SCHOOLS.

High School (Temporary Capitol, rented), 214 sittings, value of furniture, apparatus, etc.....	\$ 2,000
East Austin, 12 rooms, 591 sittings.....	26,590
West Austin, 12 rooms, 533 sittings.....	28,675
Tenth Ward, 9 rooms, 423 sittings.....	24,500
Sixth Ward, 8 rooms, 370 sittings.....	21,875
South Austin, 3 rooms, 200 sittings.....	3,450
Hyde Park (rented), 3 rooms, 148 sittings.....	325
First Ward (rented), 2 rooms, 74 sittings.....	155
Total .....	\$107,570



FOR THE USE OF COLORED SCHOOLS.

Robertson Hill, 3 rooms, 94 sittings.....	\$ 3,300
Gregorytown, 8 rooms, 388 sittings.....	5,000
West Austin, 5 rooms, 260 sittings.....	5,100
Wheatville, 2 rooms, 84 sittings.....	1,400
Total .....	<hr/> \$ 14,800
Total white and colored.....	<hr/> \$122,370

III. TEACHERS.

IN WHITE SCHOOLS.

High School, males, 4; females, 4; total.....	8
Grammar Grades, males, 3; females, 18; total.....	21
Primary Grades, females, 29.....	29
Supernumeraries, females, 3.....	3
Supervisor Writing and Drawing, male.....	1
Supervisor Music, female.....	1
Total, males, 8; females, 55; total.....	<hr/> 63

IN COLORED SCHOOLS.

High School, 1 male.....	1
Grammar Grades, 1 male, 1 female.....	2
Primary Grades, males, 5; females, 10; total.....	15
Total, males, 7; females, 11; total .....	<hr/> 18
Total white and colored, males, 15; females, 66; total.....	<hr/> 81

IV. PUPILS.

Number enrolled, exclusive of duplicates.....	3673
Average number belonging.....	2820
Average daily attendance.....	2660
Per cent. of attendance.....	94.3
Number of cases of tardiness.....	4547

## ENROLLMENT AND ATTEND- 1898-9.

SCHOOL	ENROLLMENT	BELONGING	PER CENT ATT.
<b>White:</b>			
High School.....	247	181	94.9
East Austin.....	609	508	95.
West Austin.....	580	476	94.9
Arsenal Block.....	487	367	94.2
North Austin.....	365	307	94.9
South Austin.....	185	139	93.8
Hyde Park.....	152	121	94.2
First Ward.....	100	59	92.8
Total White.....	2725	2158	94.6
<b>Colored:</b>			
Robertson Hill.....	123	79	92.
Gregorytown.....	465	315	91.3
West Austin.....	259	191	93.4
Wheatville.....	101	77	94.6
Total Colored.....	948	662	93.2
Total White and Colored.....	3673	2820	94.3

## ENROLLMENT BY GRADES,

NAME OF SCHOOL	BOYS											TOTAL
	1	2	3	4	5	6	7	8	9	10	11	
White:												
High School.....									61	17	13	91
East Austin.....	52	43	49	45	36	32	11	22				290
West Austin.....	27	44	33	73	35	37	19	22				290
Arsenal Block.....	47	40	52	26	24	20	12					221
North Austin.....	17	17	26	22	32	20	19	16				169
South Austin.....	27	10	11	19	2	12	7	4				92
Hyde Park.....	12	9	22	16	2	8	13					72
First Ward.....	26	15	10	14								65
Total White.....	208	178	203	215	131	129	81	64	61	17	13	1300
Colored:												
Robertson Hill.....					30	12	10	4				56
Gregorytown.....	116	43	38	36								233
West Austin.....	52	36	21	21								130
Wheatville.....	18	15	9	5								47
Total Colored.....	186	94	68	62	30	12	10	4				466
Grand Total.....	394	272	271	277	161	141	91	68				1766

## ANCE BY BUILDINGS.

**1897-8.**

SCHOOL	ENROLLMENT	BELONGING	PER CENT ATT.
<b>White:</b>			
High School.....	225	167	95.6
East Austin.....	646	524	95.6
West Austin.....	567	483	95.9
Arsenal Block.....	424	352	95.1
North Austin.....	364	313	95.5
South Austin.....	172	127	94.8
Hyde Park.....	157	124	95.5
First Ward.....	86	58	92.
Total White.....	2641	2148	95.2
<b>Colored:</b>			
Robertson Hill.....	126	87	93.6
Gregorytown.....	463	327	93.5
West Austin.....	273	191	93.2
Wheatville.....	96	73	95.6
Total Colored.....	958	678	93.4
Total Whites and Colored.....	3599	2826	94.8

## SESSION 1898-99.

NAME OF SCHOOL	GIRLS											TOTAL	SUM TOTAL
	1	2	3	4	5	6	7	8	9	10	11		
White:													
High School.....									82	44	30	156	247
East Austin.....	49	44	51	42	46	31	23	33				319	606
West Austin.....	18	41	33	50	43	37	28	40				290	580
Arsenal Block.....	46	31	56	60	26	24	21	2				266	487
North Austin.....	26	18	28	30	22	22	29	21				196	365
South Austin.....	21	10	15	16	3	10	12	6				93	185
Hyde Park.....	14	8	24	6	1	10	7					70	152
First Ward.....	23	6	5	1								35	100
Total White.....	197	158	212	205	141	134	120	102	82	44	30	1425	2725
Colored:													
Robertson Hill.....					24	10	16	17				67	123
Gregorytown.....	86	66	42	38								232	465
West Austin.....	59	34	23	13								129	259
Wheatville.....	23	6	22	3								54	101
Total Colored.....	166	106	87	54	24	10	16	17				480	948
Grand Total.....	365	264	299	259	165	144	136	119	82	44	30	1907	3673

# COURSE OF STUDY

## FOR THE

### PRIMARY GRADES OF THE AUSTIN PUBLIC SCHOOLS.

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#### LOW FIRST GRADE.

*Reading.*—Words and sentences from blackboard at first; then from Harper's First Reader. Let the first lessons be conversational. Introduce objects and pictures to develop the idea of words. Give first the spoken word, then the written word. Combine word method and the sentence method. Teach *a* or *an* and the word following as a unit.

*Spelling.*—Oral spelling of words from reader or blackboard; copying words from board and reader upon slates; copying sentences from board and reader upon slates; writing words and sentences from dictation; easy lessons in diacritical marks. Pupils should be expected at any time to spell any word they have had in any lesson. Why not? If teachers will at once decide that this is only reasonable, and act accordingly, the spelling in the schools will be greatly improved.

*Language.*—Begin with conversations about objects with which children are familiar; get children to talk; lead them to utter complete sentences, declarative and interrogative. Teach use of "a" and "an" in connection first with common names and then in sentences. Teach use of *is* and *are*, *was* and *were*, *has* and *have*. Have pupils copy short sentences first from board or books, afterward from dictation. Have them observe use of capitals at first of sentence and in proper names. Teach them how to write *I*. Teach use of period and interrogation point at end of sentences. By use of objects and pictures, teach pupils to write short stories, made up of declarative and interrogative sentences. Let every exercise of school be an

opportunity for language work. Encourage pupils to express thought fully and correctly at all times; but do not correct errors in such a spirit as to repress freedom of expression. Still, correct the errors. Memory gems.

*Numbers.*—Develop the ideas of number and of symbols of number from objects. Teach from object, numeral frame, and blackboard the ideas of addition and subtraction. Make the step from concrete to abstract number easy. Teach by means of objects addition, subtraction, multiplication, and division of numbers from 1 to 9, inclusive. For guidance consult Wentworth and Reed's Primary Arithmetic (Teachers' Edition), Giffin's Supplementary Work in Arithmetic, Woodward's Number Stories, Badlam's Aid to Teach Numbers, and White's Primary Arithmetic (Teachers' Edition). Pupils should be supplied with objects—buttons, grains of corn, spools, etc.

*Writing.*—No. 2 Writing Pencil. Double ruled paper. Develop writing from elements and principles. Where slates are used they should be properly ruled. Use long, well sharpened slate pencils. Teachers are expected to give the pupils as much individual help as possible. Teach position, accuracy, and neatness. Specimens to be written in January and May.

*Drawing.*—Austin Drawing Pencil No. 2. Drawing paper. Use models and drawings from Part I. Use drawing for busy work and language lessons. Teach accuracy of form and neatness. Follow directions of supervisor.

*Music.*—Appropriate songs from supplementary song books. Daily practice of scales of D, D-sharp, E, F and F-sharp. Dictation work from ladder. Tone recognition from tones of scale sung to lo or loo. "Butler's Graded Exercises," 1-15. Chart A, pp. 1-6.

*Calisthenics, Nature Study, and Observation Lessons.*—As directed.

#### HIGH FIRST GRADE.

*Reading.*—Chart and blackboard work with daily drill in phonics. Teach diacritical marks by giving daily drill in most common marks. Harper's First Reader and Swinton's Advanced First Reader. Give special attention to tones and expression. (See Calkin's Ear and Voice Training for aid in teaching expression.)

*Spelling.*—Continue as in Low First. Keep in mind the fact that

children do not know any word that they can not spell. Remember, too, that small children can learn to spell. In the lower grades they should learn to spell. Later they will have other tasks. In spelling, from the very start, they should learn to separate words into syllables. They should also learn the use of the diacritical marks by easy steps from the beginning. The use of capital letters in proper names, etc., is also a proper part of spelling in these grades.

*Language.*—Drill in review of work of preceding grade. Keep pupils practicing the formation of complete sentences, statements, and questions, in oral and written form; also in use of period and question mark, and in use of capitals at beginning of sentences and in proper names. It takes an almost endless amount of drill to get these little things fixed in habit with children, but it must be done. Do it. Have pupils copy exercises from reader, and short selections from dictation. See that copying be done accurately and neatly. Accuracy and neatness are among the cardinal school virtues, and here is an opportunity to cultivate them. By use of objects, pictures, cards, etc., get pupils to make short stories, at first oral and then written. The ready and correct use of language comes from using it correctly. It is a habit, formed as other habits are formed. Of course, the teacher's language should be the pupil's model. Let it be always a fit model. Memory gems.

*Numbers.*—Combining by addition, subtraction, multiplication, and division to 20 as in previous grade. Counting, and writing and reading numbers to 1000. Easy examples in addition and subtraction. Coins in common use from 1 cent to 1 dollar. Simple forms of fractions, as  $\frac{1}{2}$ ,  $\frac{1}{4}$ , etc., in concrete work. Let children discover each day some new fact. See that the work of each recitation is properly related to that of preceding and succeeding lessons. Give sufficient drill to secure accuracy and rapidity, but not enough to produce "arrested development." Do not depend much on concert work. Be sure that the minds of pupils, rather than their tongues, are active. Each number lesson should be an exercise in language. To make such an exercise profitable, pupils must express thought accurately and correctly rather than repeat certain forms of words. For books to use as guides, see suggestions for previous grade.

*Writing.*—Vertical Simplified Penmanship No. 1. Other directions as in Low Division.

*Drawing.*—As in Low Division. Follow directions of supervisor.



*Music.*—Appropriate songs from supplementary song books. Daily practice of scales of D, D-sharp, E, F, F-sharp, and G. Dictation work from ladder. Tone recognition from tones of the scale sung to lo or loo. "Butler's Graded Exercises," 16-27. Chart A, pp. 7-10.

*Calisthenics, Nature Study, and Observation Lessons.*—As directed.

#### LOW SECOND GRADE.

*Reading.*—Harper's Second Reader and Fables and Folk Stories. Read at least twice a day. Give drills in articulation and breathing exercises. Pay particular attention to tones of voice. Strive to have pupils read naturally—just as they would talk. An exercise in oral reading that does not comply with this direction is worse than no oral reading. Continue drill in phonics. (See Calkin's Ear and Voice Culture.)

*Spelling.*—Oral, written, and phonetic spelling; silent letters marked; careful attention to separation of words into syllables; accented syllables marked; diacritical marking of letters. Drill in spelling. See that pupils learn to spell at least all the words they read. Nothing less should be satisfactory to any teacher. The habit of correct spelling should be fixed early. In oral spelling strive to develop voice power in the distinct utterance of every sound. Make lists of words most frequently missed and drill on them. Use concert work sparingly if at all. The necessary repetition can be had in other ways.

*Language.*—Teacher must go over again all the work of the two preceding grades—not in hasty review, but in careful drill. Do not be impatient that this must be done. It is to be expected. But this review work must not take all the time of this grade. Advanced work is to be done. Easy stories, fables, etc., may be written from dictation. Short compositions may be written from observation of pictures, plants, animals or other objects. Short letters may be written. In this work, a correct form for letter should be put upon board and copied from board till it can be correctly copied from memory. Then this form should be used in the little letters written, only the body of the letter being changed to suit. The two parts of a statement or question may be taught; then the fact that some name is usually one of the two parts; then that the words I, he, she, etc.,

may be used in place of names. But the chief work is to be in using language correctly in oral and written forms. Never forget that the use of language comes from using it, and the correct use of language from using it correctly. Drill, drill, drill.

*Memory Gems.*—In this and the higher primary grades teachers have excellent opportunity for good language work in the proper use of memory gems. Choice selections, in both poetry and prose, should be committed to memory and often repeated. Of course these selections should be (1) worth remembering, and (2) suited to the advancement of the children. From the proper kind of work with these memory gems these three results will be accomplished: 1. The powers of memory will be developed and strengthened. This is the proper period in the child's life to cultivate memory. 2. The ability to comprehend language and to use it aptly and correctly will be greatly increased. It is said that Macaulay, even at the age of 8 and 9, talked in the language of books. 3. There may be formed a taste for choice literature that will permanently influence the life and character of the child. Make much of these opportunities, then. Swinton's "Talking with the Pencil" will be helpful to the teacher in language work in this grade and the next.

*Numbers.*—Review work of first grade. Combinations of numbers to 40. Roman numerals to L. Tables to 5 learned thoroughly. Writing and reading numbers to 1,000,000. Simple problems in analysis. Addition of numbers, the sum of no column exceeding 50. Easy examples in subtraction. Measurements in feet and yards, also in quarts and gallons using objects in all cases. In teaching "the tables" it is important to keep in mind the fact that the only way to remember the tables is to remember them. By emptying a quart cup four times into a gallon bucket a child will learn in the best way that four quarts make one gallon; and by putting into one collection five groups of objects, each group containing four objects, and then counting the number of objects in the entire collection, a child will learn that five times four is twenty. We may say that in a sense the child knows each of these facts for the time being. But how long will he remember such facts? When he forgets them, must he learn them again in the same way? To learn such a fact once in the manner indicated is a profitable exercise. To have to relearn it in this way many times is a waste of time. The fact that seven times eight is fifty-six, and not fifty-four or sixty-three, when



once learned must be remembered just as any other fact is remembered; it can not be re-discovered every time it is needed. Life is too short for such work. All this means that, whatever devices may be used to lead pupils to discover the facts embodied in the tables, these facts must after all be committed to memory and remembered as other facts are. To do this, drill, drill, drill, backwards, forwards, sidewise, crosswise, and otherwise. By some means fix the facts permanently, eternally in the memory. Childhood is the proper period of life for this work. Do it now.

*Geography.*—Elementary work in Geography is largely supplementary to other studies. The teacher should seek (1) to arouse an interest in the study of natural forms and objects, (2) to cultivate the sense-perception of pupils, and (3) to lay a good foundation for future work in this subject. Pupils in this grade can not, of course, learn much geography; but they can get a few of the very elementary notions of this study. They can learn the directions marked by the cardinal and semi-cardinal points of the compass; they can learn to locate objects in and about the school with reference to these points; they can watch the teacher draw on the board a map of school room, building and lot; they can reproduce some of these on their slates, etc., etc. Some work of this kind should be done in this grade. Just how much and what kind must be left to the judgment of the individual teacher.

*Writing.*—Vertical Simplified Penmanship, No. 2, 32-page book. Carter's Black Ink. Gillott's Pen No. 1045. Practice paper. Lessons alternate with drawing. Specimens to be taken in January and May. Teach position, neatness, etc.

*Drawing.*—Practical Drawing, Part II. Austin Drawing Pencil No. 2. Models: Cube, sphere, cylinder. Teach application of type forms to natural and artificial objects. Encourage drawing in connection with other lessons when possible. Follow directions of supervisor.

*Music.*—Appropriate songs from supplementary song books. Daily practice of scales of D, D-sharp, E, F, F-sharp, and G. Dictation work from ladder. Tone recognition from easy exercises sung to lo or loo. "Butler's Graded Exercises," pp. 30-45. Chart A, pp. 1-10 in review, page 11 in advance. "Natural Music Primer," pp. 1-25, using each of the two parts of the Soprano and Alto exercises as separate exercises.

*Calisthenics, Nature Study, and Observation Lessons.*—As directed.

HIGH SECOND GRADE.

*Reading.*—Swinton's Advanced Second Reader and Stories of Great Americans for Little Americans. Use drill twice at least each day, giving careful attention to pronunciation, articulation, and emphasis. By some means secure natural tone and expression; otherwise you can not justify any exercise in oral reading. Consider quality rather than quantity. Look upon reading as the basis of all other work. Strive to make intelligent readers. Once each week have recitation exercises.

*Spelling.*—Drill in oral and written exercises from readers, board, geographies, dictation, etc. Pupils should spell all words found in the books they use, and all the words they can use in conversation. As far as possible, teach meaning of words spelled. Each word should be to the child the sign of an idea. Otherwise the child does not know the word. Spelling matches, properly managed, may be made profitable. Keep up the work of syllabication. This is important. Also review work done in lower grades in diacritical marking, and extend it gradually. Cultivate, too, the power of distinct articulation in oral spelling.

*Language.*—Review the work outlined for preceding grades, and then extend this work in all directions to suit the increasing power of the pupils. Have longer memory gems committed and more of them. Dictate longer stories for reproduction. See that the little compositions are somewhat longer and in better form than those written in the preceding grade. Continue the writing of letters as indicated in low second grade, but see that the children write longer letters and better ones. Still emphasize neatness and accuracy. Have pupils note classes of sentences; as, declarative, interrogative, imperative, etc. Have them distinguish the two essential parts of the sentence. Do not try to teach technical grammar, but have pupils observe facts in regard to the sentence. Teach names and uses of marks of punctuation that appear in their work. For example, take the following:

1. Mary said Katie may I go home
2. "Mary," said Katie, "may I go home?"
3. Mary said, "Katie, may I go home?"

Get pupils to see what the second means, what the third means, and that the first means nothing. Thus they will see the significance of punctuation. They will then be more careful in punctuating what they write. Teach nothing abstractly. Let them see all the facts that they are to learn in concrete form—in the living sentence. The facts of the language as they appear in the sentence are the things they are to observe and learn. They will then know how to use these facts in their own language work. When a fact is learned it should be given its right name. For instance, a sentence should be called a sentence rather than a “story,” and a story should be called a story. Why not?

In this grade, as in preceding grades, most of the time devoted to language work should be given to various exercises in the use of language in oral and written forms rather than to the study of language. Get pupils by some means to use language, and use it correctly.

Continue the use of memory gems as in the preceding grade.

*Numbers.*—Tables should be learned to 10. Roman numerals to C. Objective work in measuring as in preceding grade, and extended as facilities permit. Pupils should learn by trial how many pints make a quart, how many feet make a yard, etc. They should also learn some of the units of time measure, etc. Addition and subtraction of numbers of three or four figures. Easy examples in multiplication and division, the multiplier and divisor not exceeding 5. Long division should precede short division. See books named in preceding grades. For work in “the tables” see suggestions for Low Second Grade.

*Geography.*—In addition to work suggested for preceding grade, the following is submitted for consideration of the teacher: Position of prominent buildings in Austin, and their direction from school; location and direction of principal streets; diagram of school block and adjacent streets; outline map of city, showing some of main streets and prominent buildings, etc. Some elementary notions of city government, with names of some of the city officers, might be taught. With a globe, the form and motions of the earth as a whole, with simple facts about causes of day and night, could be explained. Some elementary ideas of plants and animals, also of the causes and effects of heat and moisture, could be given. Any other work of suitable character the teacher may use at her discretion.

*Writing.*—As in Low Division.

*Drawing.*—As in Low Division.

*Music.*—Appropriate songs from supplementary song books. Daily practice of scales of D, D-sharp, E, F, F-sharp, and G. Dictation work from ladder. Tone recognition from easy exercises sung to lo or loo. "Butler's Graded Exercises," 46-75. Chart A, entire. "Natural Music Primer," pp. 26-45.

*Calisthenics, Nature Study, and Observation Lessons.*—As directed.

#### LOW THIRD GRADE.

*Reading.*—Harper's Third Reader, Baldwin's Fairy Stories. Reading is easily the most important subject taught in the lower grades. Ability to recognize word forms readily is a great accomplishment for children. Power to get the meaning of what is read, quickly and correctly, is a greater accomplishment. Easy recognition of words, ready and expressive utterance of words read, quick and correct interpretation of meaning,—these should be the ever-present aims in teaching reading.

*Spelling.*—Swinton's Word Primer, pp. 1 to 26. Drill in oral and written spelling. In oral spelling, give careful attention to the vocal element. The power of distinct utterance can be cultivated. Besides the words in the text, have pupils spell all words in readers, geography work, arithmetic, etc. Third grade pupils should be able to spell all the words they use. Keep up syllabication and diacritical marking. See directions for preceding grades.

*Language.*—Hyde's First Book to page 31. Book in hands of teacher only. Teacher should: (1) notice how the work covered in the Hyde books is apportioned among the grades; (2) study pretty thoroughly the three Hyde books, and very carefully the First Book; (3) study the preface to the First Book and the "Suggestions to Teachers," pp. v. and vi.; and (4) note the work laid out for this grade, and determine how it may be best done. On page 56, for example, are mentioned about a dozen rules that should be fixed in the habits of pupils quitting the High Third Grade. To accomplish this, pupils must have much drill in the practical application of these rules all through the grade. Of course this does not mean that pupils are to commit these rules to memory and repeat them verbatim at stated occasions. It means that pupils are *to use* these

rules, without any necessary mention of any formal rule, in all their written work till the habit of using them becomes so fixed that they are used unconsciously. This is the result of drill and practice under proper direction. But this reference to page 56 does not mean that page 56 sums up all the language work of the grade. It only means that the teacher should keep that summary in mind as a guide in part of the work to be done.

The portion of the book assigned for this grade provides only twenty-nine formal lessons. Pupils will be in the grade ninety days. Hence about sixty supplementary lessons must be arranged by the teacher. Most of these supplementary lessons can be supplied by subdividing the lessons laid out in the book, and by increasing the amount of work indicated in the book. For example, it would be easy to keep children profitably employed for a week with the work outlined in Lesson IV. by increasing the amount of work to five or ten times that given in the book.

On pages 116 to 140 may be found suggestions about story writing from pictures. As the pupils will not have this book it will perhaps be necessary for the teacher to substitute pictures of sufficient size to be seen easily by all pupils from teacher's desk. But the suggestions will be helpful. Much story writing may be well done in connection with the work in the readers. Exercise in oral stories also affords a good opportunity for good language drill. To be able to reproduce in good oral form the salient points of a production read or heard is no mean accomplishment.

For use of memory gems see lower grades; but remember that more is to be expected in this grade than in any lower grade.

Teacher in this grade must also review all the language work of lower grades. There is no way to avoid this.

*Numbers.*—Multiplication and division tables to 12 completed. Roman notation to M. Practice in addition and subtraction. Multiplication and division, multiplier and divisor not exceeding 12. Solution and explanation of problems involving addition, subtraction, multiplication, and division. See that problems are not too hard and not too easy. Give plenty of drill in these exercises. Drill also on notation, on numeration, and on the tables. See books named in preceding grades. See also suggestions about teaching tables in lower grades.

In these lower grades, teachers should be careful in teaching



analysis. So far as pupils can be taught to analyze intelligently, they should be taught to analyze, but no further. To require pupils to repeat forms of analysis that are not understood is very much worse than a waste of time. The powers of analysis do not naturally reach maturity in childhood and should not be forced into abnormal development, even if this were possible. If required to do so, children will commit to memory the most rigid forms of arithmetical analysis and will apply these forms in a mechanical way to given examples. But do they really understand the form or see the application? If so, all right; if not, all wrong. Be careful, solemnly careful, awfully careful, here. Analysis should be a matter of understanding, it is a matter of understanding, not of memory, and when made a matter of memory, is nothing or worse. Teach analysis, of course, but use common sense in teaching analysis.

*Geography.*—Note first work indicated for preceding grades. Review this. Then take something like this: Teach what a map is. Fix points of direction on map. Take up map of Austin, extending work done in preceding grades. Map of Travis county, with river, railroads, and a few other prominent features. Taking up the earth as a whole again, and using a globe and maps, explain divisions of land and water into continents and oceans. Names of hemispheres, continents, and oceans with their relative positions may be taught. Under special study of the globe, the Western Hemisphere and North America may be taken up. In explanations and definitions of the different divisions of land and water teaching should, of course, be objective till children comprehend the meaning of terms used.

*Writing.*—Vertical Simplified Penmanship, No. 3, 32-page book. Carter's Black Ink. Gillott's Pen No. 1045. Practice paper. Lessons alternate with drawing. Specimens to be written in January and May. Teach position, neatness, etc.

*Drawing.*—Practical Drawing, Part III. Austin Drawing Pencil No. 2. Models: Half sphere, half cube, cylinder, cone. Teach application of type forms to natural and artificial objects. Use drawing in connection with other studies. Teach accuracy, neatness, etc. Follow directions of supervisor.

*Music.*—\*Appropriate songs from supplementary song books.

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\*It is desired that this be done on practice paper, be corrected, returned to the pupil, and then that the correct form be carefully copied in the composition book.

Daily practice on scales of C, C-sharp, D, D-sharp, E, F, F-sharp, and G. \*Dictation work as suggested in Reader No. 1. Tone recognition from familiar songs, sung to lo or loo. \*"Butler's Graded Exercises," 76-80. Chart B, pp. 1-3. "Natural Music Primer," pp. 46-67. \*Written transposition of at least five exercises in the Primer. \*Original compositions of exercises of eight measures.

N. B.—Music composition books for each half year, to be kept in *ink*, drawing of the staff alone excepted.

*Calisthenics, Nature Study, and Observation Lessons.*—As directed.

#### HIGH THIRD GRADE.

*Reading.*—Use Swinton's Advanced Third Reader and Eggleston's Stories of American Life and Adventure. Drill daily with close attention to all elements of good reading. Do not forget that the primary object should be to teach pupils how to get the thought from the printed page. The oral exercise, when properly conducted, is very important; but it is always secondary in importance, and is important not as an end, but as a means, (1) of training into good habits of silent reading, and (2) of vocal drill. Teach oral reading, then, as a means, not as an end. Occasionally have pupils practice concert reading; also have them memorize and recite choice selections.

*Spelling.*—Swinton's Word Primer, pages 27 to 56. See suggestions for preceding grades. Pupils leaving this grade should not be willing to spell any word incorrectly in any written exercise. This is merely a matter of habit, and it is the mission of the teacher to form correct habits.

*Language.*—Hyde's First Book to page 57. Book in hands of teacher only. See directions for language work in Low Third Grade. In selecting supplementary work for this grade, do not assign work that is too difficult. The technicalities of grammar come later. Speaking and writing are arts. Grammar is a science. Art precedes science. The proper aim in this grade is to train pupils in the arts of speaking and writing correct English. After they learn these arts they can with profit study the science of grammar,

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\*It is desired that this be done on practice paper, be corrected, returned to the pupil, and then that the correct form be carefully copied in the composition book.

but not now. Keep within the range of pupils' powers. Within this range have pupils practice, practice, practice. Habits can not be fixed in any other way, and the correct use of language, in written or in oral form, is a matter of habit only.

In addition to results noted on page 56, to be accomplished in this grade, the following may be mentioned:

1. Classification of sentences; as, declarative, interrogative, etc.
2. Use in sentences of new words found in readers and other studies.
3. Writing of proper names, in full and with initials.
4. Common abbreviations; as those for months and days, Mr., Mrs., Tex., P. O., Dr., Prof., Gov., St., etc.
5. Use of the apostrophe to denote possession and contraction.
6. Use of the principal parts of such verbs as these: be, take, eat, write, ride, drive, sing, sit, set, lie, lay, do, see, ring, etc.
7. Use of capital letters, I and O, in the first word of a sentence or line of poetry, in proper names, and in direct quotation.
8. The use of the comma in a series, in address, with yes and no, and in the quotation.
9. The use of is and are, was and were, has and have, etc.
10. Use of quotation marks.
11. Different parts of a letter and their names; as heading, date, etc.
12. Indentations for paragraphs, etc.

Pupils have had many of these in preceding grades; but they must have them again and again in this grade till they become fixed in habit.

Continue reproduction work as in preceding grades. Also continue and extend use of memory gems.

*Numbers.*—Tables reviewed and *fixed*. Drill in addition and subtraction. Multiplication and division, divisor and multiplier containing not more than three figures. Units of U. S. money, and addition and subtraction in these units. Drill in use of Roman notation. Teach dozen, score, etc.; also one-fourth dozen, one-half dozen, etc. For suitable additional exercises see books referred to in preceding grades.

*Geography.*—See suggestions for preceding grades. Review such of the work there outlined as you find necessary. Continue that work by outline study of North America, of the United States, of



Texas, of Travis county. Map drawing should be a feature of the work in this grade. A geographical reader in the hands of the teacher will be a source of interest and profit. The tone and character of this work will be determined largely by the individuality of the teacher. However, the grade meeting offers an opportunity for all teachers to get the best ideas and suggestions of the most resourceful teacher in the grade. Do not fail to use this opportunity.

*Writing.*—As in Low Division.

*Drawing.*—As in Low Division.

*Music.*—\*Appropriate songs from supplementary song books. Daily practice in scales from C to G. \*Dictation work as suggested in Reader No. I. Tone recognition from familiar songs, sung to lo or loo. \*"Butler's Graded Exercises," 81-88. Chart B, pp. 4-7. "Natural Music Primer," pp. 68-81. \*Written transposition of at least five exercises in the Primer. \*Original composition of exercises of eight measures. \*Story of the violin.

N. B.—Music composition book for each half year, to be kept in ink, drawing of the staff alone excepted.

*Calisthenics, Nature Study, and Observation Lessons.*—As directed.

#### LOW FOURTH GRADE.

*Reading.*—Harper's Fourth Reader, Child's Health Primer, Pathfinder Series No. 1. Drill daily in vocal elements in reciting, in concert reading. Drill in exercises suitable to develop voice power, as breathing, distinct utterance of difficult sounds, etc. Also give careful attention to meaning of new words. Train pupils to use the dictionary. Read suggestions for lower grades.

*Spelling.*—Swinton's Word Primer, pages 56 to 79. Supplement as in preceding grades. It should be expected that pupils in this grade spell correctly or not at all. They should not try to write a word or use a word that they can not spell. The work of syllabication and diacritical marking should be continued as in preceding grades.

*Language.*—Hyde's First Book to page 87. Book in hands of teacher only. Study carefully the work outlined in language in all preceding grades, then note precisely ground covered in text from

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\*See note, Low Third Grade.

page 57 to page 87. Work in this grade includes (1) a review of all preceding language work; (2) the advanced work indicated in text; (3) supplementary work of the same character and grade as that outlined in text on pp. 57 to 87; and (4) a continuation and extension of reproduction work and memory gems suggested in preceding grades.

Pupils should be led to a clear comprehension of the meaning of the technical terms used in the text; as, proper name (or noun), common name (or noun), singular, plural, possessive, etc. Note, however, the distinction between a thorough understanding of the signification of these terms, and the committing to memory of formal definitions. The former is essential, promoting intelligence, life, growth. The latter may be dead and worse than useless.

Very few technical terms not given in portion of text assigned, should be used in this grade. In teaching the two parts of a simple sentence in this grade, the words subject and predicate might well be introduced and their meaning made clear, so that pupils may ever afterward use them intelligently. Pupils should have much exercise in marking subjects and predicates. Most of the difficulties in the formation of the plural of nouns should be mastered in this grade. Much drill is necessary here. The formation of the possessive of singular and plural nouns will also take much careful attention. On all these points the text must be supplemented. Often several days may be profitably spent on points indicated in a single lesson as laid out in the text. Supplementary work should not introduce new terms, new features, or new difficulties, but should only furnish material for drill on the work suggested in the text. Do not go fast. Do not try to do much. Do a little well. This is the only way to make rapid progress. If pupils in this grade really master the work laid out, so that they will not need to study it in the higher grades, then the teacher should be satisfied.

*Arithmetic.*—S. & K. Intermediate Arithmetic to Cancellation. For supplementary work see books named in lower grades. Also see suggestions in preceding grades.

*Geography.*—Appleton's Elementary to page 63. In this grade for the first time the pupil is to study geography from a text-book. Much of the work assigned is not new to the pupil, yet its satisfactory completion will probably keep the pupil busy. The manner of presenting the work is left to the teacher, subject to conclusions reached

in grade meetings. A geographical reader in hands of teacher will add greatly to the value of the work. To pupils in this grade geography can be made intensely interesting and highly profitable, but the opposite results are not as unusual as they should be. Good judgment, tact, and enthusiasm on the part of the teacher are of vital importance here. Perhaps no one text-book yet written is adequate to the demands. Help should be drawn from all available sources. This is a good time for a child to learn much geography, and the opportunity should not be lost.

*Writing.*—Vertical Simplified Penmanship No. 4, 32-page book. Carter's Black Ink. Practice paper. Lessons alternate with drawing. Specimens to be written in January and May. Teach position, neatness, etc.

*Drawing.*—Practical Drawing, Part IV. Austin Drawing Pencil No. 2. Models: Ellipsoid, ovoid. These are modifications of the sphere. Teach application of type forms to natural and artificial objects. Apply drawing to other studies. Teach accuracy, neatness. Follow directions of supervisor.

*Music.*—\*Appropriate songs from supplementary song books. Daily practice on scales from B-flat to G. \*Dictation work as suggested in Reader No. I. Tone recognition from familiar songs, sung to lo or loo. \*"Butler's Graded Exercises," 89-95. Chart B, pp. 8-11. "Natural Music Primer," pp. 82-103. \*Written transposition of at least six exercises in Primer. \*Original composition of exercises of eight measures embodying the use of chromatic tone *f*, with its resolution.

N. B.—Music composition book for each half year, to be kept in *ink*, drawing of the staff alone excepted.

*Calisthenics, Nature Study, and Observation Lessons.*—As directed.

#### HIGH FOURTH GRADE.

*Reading.*—Swinton's Advanced Fourth Reader, Black Beauty. See directions for preceding grades.

*Spelling.*—Word Primer completed and reviewed. Pupils should be able to spell all words found in all texts used in this and preceding grades. The teacher ought to expect this. Learning to spell in English involves much labor. It is a labor that can be performed

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\*See note, Low Third Grade.

in childhood. It should be largely accomplished in the primary grades. This does not mean that children leaving the Fourth Grade should be able to spell all the words in the English language. Of course not. But it does mean (1) that they should be able to spell all the words that they use, and (2) that they should have fixed the habit of correct spelling. In higher grades they need their time for other work. The battle for correct spelling should be fought and won in the primary grades.

*Language.*—Complete Hyde's First Book. Book in hands of teacher only.

Work of this grade is to be as follows: 1. Review of language work of all lower grades. 2. Work given in text on pages 87 to 113, with suitable and abundant supplementary exercises. 3. Continuation of oral and written reproduction work and memory gems as indicated in lower grades. Pupils leaving this grade may reasonably be expected to know all that is in Hyde's First Book. They should not be expected to decline nouns and pronouns, conjugate verbs, or compare adjectives. That kind of work is not suggested in the text and should not be brought in in supplementary work. It belongs to higher grades. But pupils leaving this grade should know the "parts of speech," and how to name readily and quickly the nouns, pronouns, verbs, adverbs, etc., in any ordinary sentence. They should also know well the meaning and force of the terms noun, verb, etc. They should know, too, how to form the plural of all nouns in ordinary use; how to form the possessive singular and plural of nouns; when to use the nominative form and when the objective form of the pronoun (they should know this, not by rule, but by practice); how to use the principal parts of irregular verbs; when to use the singular form and when the plural form of the verb; when to use adjectives and when adverbs, etc. They should know, also, when to use capital letters, when to use the period, when the interrogation point, when the exclamation point, much about the use of the comma, etc. They should know something about paragraphing, and about the forms of letters, etc. They should be able to express quickly and accurately, in oral or written form, any thought that they clearly understand. All this should come from drill, drill, drill. It will probably never come in any other way.

*Arithmetic.*—S. & K. Intermediate to Division of Fractions, p. 77, including review of book from first, and drill in addition, sub-

traction, multiplication, and division. Rapidity and accuracy in these processes can be secured by much practice only. Secure them, if possible. Supplement work in text from books named in preceding grades, or from other sources.

*Geography.*—Appleton's Elementary completed. Suggestions made for Low Fourth Grade are equally applicable in this grade. In these grades good work in map drawing can be done. Time well spent in this way in these grades will be time saved in higher grades for other kinds of work that can be more profitably done then than now.

*Writing.*—As in Low Division.

*Drawing.*—As in Low Division.

*Music.*—\*Appropriate songs from supplementary song books. Daily practice on scales from B-flat to G. \*Dictation work as suggested in Reader No. I. Tone recognition from familiar songs, sung to lo or loo. \*"Butler's Graded Exercises," 96-104. Chart B, pp. 12-14. "Natural Music Primer," pp. 104-126. \*Written transposition of at least five exercises in Primer. \*Original composition of exercises of eight measures, embodying use of chromatic tone *ri*. \*Story of the pipe organ.

N. B.—Music composition book for each half year to be kept in *ink*, drawing of the staff alone excepted.

*Calisthenics, Nature Study and Observation Lessons.*—As directed.

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## COURSE OF STUDY

FOR THE

### GRAMMAR GRADES OF THE AUSTIN PUBLIC SCHOOLS.

LOW FIFTH GRADE.

*Reading.*—Eggleston's First Book in American History, and Longfellow's Children's Hour.

*Spelling.*—In the grammar grades pupils will not be required to use a text-book in spelling; but it will be expected that they do much good work in spelling. It is expected that they enter this grade

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\*See note, Low Third Grade.



with the habit of correct spelling already established. If so, this habit must be preserved and confirmed; if not, it must at once be formed. All pupils in this grade should know how to use a dictionary, and they should all have easy access to a dictionary of some kind. Each pupil should, in fact, be urged to keep his own dictionary at his desk at all times, and to consult it whenever in doubt as to the spelling of any word. No written exercise containing an incorrectly spelled word should be accepted. This is not unreasonable. It is right. Pupils will seldom rise above their teacher's expectations or requirements. If pupils are to be taught to spell correctly, and if they are to be trained in the habit of correct spelling till it becomes thoroughly fixed, then teachers must use the means that will secure these results. It should at once be settled that no one who has access to a dictionary and knows how to use it, is ever to be justified in spelling any word incorrectly. With this rule established and enforced, bad spelling will at once disappear. This is what is to be done. In their written work pupils in the grammar grades will, under this rule, get much practice in correct written spelling. Much of the training they are to receive in spelling will come in this way. Yet it is important that they have regular drills in both oral and written spelling. Lists of words for these exercises are to be taken from texts in use and from other sources. These lists should be considered and in part arranged at grade meetings. Pupils should learn to spell all the words they use. Of course they should. The work in diacritical marking and in syllabication should be continued. See suggestions for primary grades.

*English Language.*—Hyde's Second Book to Lesson XXVI., p. 47. Pupils in this and higher grades will use the text-book.

For general suggestions see directions for language work in lower grades.

The use of technical terms should still be limited to those introduced in the text for this and preceding grades. Little formal grammar and much language work should still be the aim. The text treatise in the few features embodied in the twenty-five formal lessons laid out in the book is to be so amplified by supplementary work as to profitably employ the class for ninety lesson periods. Teachers in grade meeting should discuss fully the character of this supplementary work. The author gives some good suggestions on pages iii. to vi. As a rule, the lesson laid out in the text is too long

for one day's exercise; for example, Lesson VII. will probably engage the class profitably for two or three days. The lessons given on pages 187 to 217 may also be used as supplementary exercises throughout the fifth and sixth grades. Again, Lessons XV., XXIII., and XXIV. show how an indefinite quantity of supplementary work can be drawn from readers or periodicals. The work in memory gems should be continued as in lower grades.

*Arithmetic.*—S. & K. Intermediate to Compound Numbers, page 94, including review of book from first and drill in all preceding processes, with suitable supplementary work from other texts.

*Geography.*—Appleton's Higher to page 40. The first few pages of text are too difficult for pupils of this grade. The teacher should go over these pages with the class. A thorough understanding of these subjects should not be expected of these children. Teachers in higher grades may expect to have to review these topics whenever occasion demands. A good geographical reader will be found to be an excellent supplement to the text. For other suggestions, see preceding grades.

Map drawing continued.

*Science.*—Paul Bert, Book I., to Art. 25. Book in hands of teacher only.

*Composition.*—Exercises in narration and description.

*Writing.*—Vertical Simplified Penmanship, No. 5, 32-page book. Carter's Black Ink. Gillott's Pen No. 1045. Practice paper. Lessons alternate with drawing. Specimens to be written in January and May. Insist upon having neat and careful work.

*Drawing.*—Practical Drawing, Part V. Austin Drawing Pencil No. 2. Models: Cube and chalk box. Teach the different positions of the cube and apply the same to drawings in Part V. Require pupils to work from principle. Do all drawing free-hand. Insist upon accuracy of form and neatness. Follow directions of supervisor.

*Music.*—\*Appropriate songs from supplementary song books. Daily practice of scales from A below, to G above middle C. \*Dictation work as suggested in Reader No. I. Tone recognition from new songs, sung to lo or loo. \*"Butler's Graded Exercises," 105-110. Review all of Chart B. "Natural Music Reader," No. I., pp.

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\*See note, Low Third Grade.

1-27. \*Written transposition of at least six exercises in Reader.  
\*Original compositions of exercises of eight measures, embodying use of chromatic tones *ri* and *fi*.

N. B.—Music composition book for each half year, to be kept in *ink*, drawing of the staff alone excepted.

#### HIGH FIFTH GRADE.

*Reading*.—Paul Revere's Ride and Tales from Shakespeare.

*Spelling*.—See Low Fifth Grade.

*English Language*.—Hyde's Second Book to Lesson LIII., page 93. See directions for Low Fifth Grade.

*Arithmetic*.—Complete S. & K. Intermediate, omitting, if necessary, pp. 112 to 119, inclusive, and pp. 128 to 133.

By the time pupils finish this book they should be expert in the mechanical processes of addition, subtraction, multiplication, and division. They should do such work with lightning rapidity and with absolute accuracy. Why not? This is the proper time for them to acquire this power, which comes largely from practice. Later they have other things to do. During these years they should also learn something of fractions, compound quantities, percentage, and other subjects presented in elementary form in this little book; but thoroughness in these is not to be expected. Clear notions of some of the simpler principles and of their application in relatively easy problems should be expected, but not a thorough understanding of these subjects. To attempt too much along these lines in the lower grades is to fail. But pupils should clearly understand the work they do in these subjects. Keep the work within the range of pupils' powers, and then see that they master this work.

*Geography*.—Appleton's Higher, pages 40 to 64, and review. Read suggestions for lower grades. Map drawing continued.

*Science*.—Paul Bert, Part I., completed and reviewed from first. Book in hands of teacher only.

*Composition*.—Narrative and description continued.

*Writing*.—As in Low Division.

*Drawing*.—As in Low Division.

*Music*.—\*Appropriate songs from supplementary song books. Daily practice of scales from A below middle C to G above. \*Dicta-

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\*See note, Low Third Grade.



tion work as suggested in Reader No. I. Tone recognition from new songs, sung to lo or loo. \*"Butler's Graded Exercises," 111-119. Review Chart B. "Natural Music Reader" No. I., pp. 28-42. \*Written transposition of at least six exercises in Reader. \*Original compositions of exercises of eight measures, embodying use of chromatic tones *ri* and *fi*. \*Key signatures of C, G, D, A, E, F, B-flat, and E-flat. \*Story of the piano.

N. B.—Music composition book for each half year, to be kept in *ink*, drawing of the staff alone excepted.

#### LOW SIXTH GRADE.

*Reading*.—Dickens' Christmas Carol, and Seven American Classics.

*Spelling*.—See Low Fifth Grade.

*English Language*.—Hyde's Second Book to Lesson LXXX., page 139. See directions for Low Fifth Grade.

*Arithmetic*.—S. & K. Higher to Decimals, page 84.

*Geography*.—Appleton's Higher, pp. 65-76, and review. See suggestions for lower grades. Map drawing continued.

*Science*.—Paul Bert, Part II., pp. 7-22, and review. Book in hands of teacher only.

*Physiology*.—New Pathfinder No. 2, to p. 109. This subject and Science alternate.

*Composition*.—Descriptive exercises and letter writing.

*Writing*.—Vertical Simplified Penmanship, No. 6, 32-page book. Carter's Black Ink. Gillott's Pen No. 1067. Lessons alternate with drawing. Specimens to be taken in January and May. Require neat and careful work.

*Drawing*.—Practical Drawing, Part VI. Austin Drawing Pencil No. 2. Models: Cube and cylinder. Review cube and compare the same with cylinder. Teach application of cube and cylinder to all drawings in Part VI. Require pupils to work from principle. Insist upon having neat and accurate work. Follow directions of supervisor.

*Music*.—\*Appropriate songs from supplementary song books. Daily practice of scales from G below to G above middle C. \*Dictation work as suggested in Reader No. I. Tone recognition from

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\*See note, Low Third Grade.

new songs, sung to words of song. \*Finish "Butler's Graded Exercises." First half of Chart C. "Natural Music Reader," No. I., pp. 43-63. \*Written transposition of at least six exercises in Reader. \*Original compositions of exercises of eight measures, embodying use of chromatic tones *ri* and *si*. \*Key signatures of keys of C, G, D, A, E, F, B-flat, E-flat, and A-flat. \*Composition on life of Handel.

N. B.—Music composition book for each half year, to be kept in *ink*, drawing of the staff alone excepted.

#### HIGH SIXTH GRADE.

*Reading*.—Hawthorne's Wonder Book, and Stories of Other Lands.

*Spelling*.—See Low Fifth Grade.

*English Language*.—Finish Hyde's Second Book. See directions for Low Fifth Grade.

*Arithmetic*.—S. & K. Higher from page 84 to 129.

*Geography*.—Appleton's Higher, pp. 77-94. Suggestions for lower grades applicable. Map drawing continued.

*Science*.—Paul Bert, Part II., completed and reviewed from first. Book in hands of teacher only.

*Physiology*.—Pathfinder No. 2, completed. This subject and Science alternate.

*Composition*.—

*Writing*.—As in Low Division.

*Drawing*.—As in Low Division.

*Music*.—\*Appropriate songs from supplementary song books. Daily practice of scales from G below to G above middle C. \*Dictation work as suggested in Reader No. I. Tone recognition from new songs, sung to words of song. Second half of Chart C. "Natural Music Reader," No. I., pp. 64-80. \*Written transposition of at least six exercises in Reader. \*Original compositions of exercises of eight measures, four of which are desired in the minor. \*Key signatures for keys of C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat. \*Composition on life of Mendelssohn.

N. B.—Music composition book for each half year, to be kept in *ink*, drawing of the staff alone excepted.

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\*See note, Low Third Grade.

LOW SEVENTH GRADE.

*Reading.*—Enoch Arden, Riv. Lit. Ser., No. 73, and Miles Standish.

*Spelling.*—See Low Fifth Grade.

*English Grammar.*—Hyde's Practical Grammar to Lesson XXIII., page 49.

Pupils who have mastered the work outlined for preceding grades are prepared to study the grammar of the English language intelligently. They should in the seventh and eighth grades learn very satisfactorily all that is in Hyde's Practical English Grammar, and more. They should do a considerable amount of supplementary work. The teacher should read the author's preface carefully in order to understand the plan and purpose of the text, and in order to select supplementary work in keeping therewith. The teacher should also be familiar with all three of the Hyde books, and with the work assigned for each of the preceding and succeeding grades. Teaching in each grade should have proper reference to the requirements in lower and higher grades. Pupils in any grade may rightfully be held responsible for all work assigned for all lower grades. Yet no teacher may hope to escape the necessity of reviewing the work of preceding grades. Hence much time will be spent in review work. Any teacher who thinks the work assigned for his or her grade too limited in quantity, may easily, and profitably, too, use the surplus time in reviewing the work of preceding grade with a view to greater thoroughness. No work in advance of that assigned should be done. Reach backward rather than forward always for additional work in grammar, as well as in other studies.

For this grade only forty-eight pages of the text have been assigned; but on these pages a sufficient number of topics has been presented for a term's work, and the subjects treated are important. The text does not furnish sufficient exercises, examples, etc., to secure thoroughness on the part of the learner. Hence the teacher must supplement the text with additional exercises of the same general character. Any ingenious teacher will find this easy. The temptation is to push on, or to bring in a more difficult grade of work, or to do only the work laid down in the text and then put in the surplus time on other studies. None of these things should be done. This is the proper time for pupils to learn thoroughly that part of gram-

mar treated in the text assigned. (Note the word “thoroughly”). The only way to do this is to do it. Do it.

*Arithmetic*.—S. & K. Higher to Commission, page 164.

*Geography*.—Appleton's Higher, pp. 94-111, and review from first. Map drawing continued.

*Science*.—Paul Bert, Part III., pp. 43-54. Book in hands of teacher only.

*Composition*.—Narration, description, and reproduction work—oral and written.

*Writing*.—As in Low Sixth Grade.

*Drawing*.—As in Low Sixth Grade.

*Music*.—\*Appropriate songs from supplementary song books. Daily practice of scales from G below to F above middle C. \*Dictation work as suggested in Reader No. I. Tone recognition from new songs, sung to words of song. Review Chart C. “Natural Music Reader” No. I., pp. 68-80. \*Written transposition of at least six exercises in Reader. \*Original compositions of exercises of eight measures, using two parts in harmonious intervals. \*Key signatures of C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat, and G-flat. \*Composition on life of Haydn.

N. B.—Music composition book for each half year, to be kept in ink, the drawing of the staff alone excepted.

#### HIGH SEVENTH GRADE.

*Reading*.—Texas History, and Little Nell.

*Spelling*.—See Low Fifth Grade.

*English Grammar*.—Hyde's Practical English Grammar to Lesson XXXVIII., page 93. See directions for Low Seventh Grade.

*Arithmetic*.—S. & K. Higher to Stocks and Bonds, page 212.

*Geography*.—Appleton's Higher, completed and reviewed from first. Special attention to mathematical and physical geography. Map drawing continued.

*Science*.—Paul Bert, Part III., completed and reviewed. Book in hands of teacher only.

*Composition Work*.—Oral and written.

*Writing*.—As in Low Sixth Grade.

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\*See note, Low Third Grade.

*Drawing.*—As in Low Sixth Grade.

*Music.*—\*Appropriate songs from supplementary song books. Daily practice of scales from G below to F above middle C. \*Dictation work as suggested in Reader No. I. Tone recognition from new songs, sung to words of song. “Natural Music Reader” No. I., pp. 81-126. \*Written transposition of at least six exercises in Reader, two of them being two-part exercises. \*Original compositions of exercises of eight measures, using two parts in harmonious intervals. It is desired that one of these compositions be in the minor. \*Key signatures of C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat, G-flat. \*Composition on lives of Bach and Rubenstein.

N. B.—Music composition book for each half year, to be kept in ink, drawing of the staff alone excepted.

#### LOW EIGHTH GRADE.

*Reading.*—Gray’s Elegy.

*Spelling.*—See Low Fifth Grade.

*English Grammar.*—Hyde’s Practical English Grammar to Part Third, page 139. See directions for Low Seventh Grade.

*Arithmetic.*—S. & K. Higher to Progression, page 242.

*Physical Geography.*—Maury’s Revised. Go through the book with High Eighth.

*Physiology.*—Steele’s Hygienic.

*U. S. History.*—Chambers’, begin with High Eighth. First part of work to close of Revolution.

*Composition.*—Pupils in this grade should be able to express their thoughts easily, naturally, and clearly. They should be able to “compose” articles on subjects with which they are acquainted. They should have practice in writing business forms and letters of various kinds. They should also be drilled in the art of oral expression of connected discourse, as in the discussion of debatable questions.

*Writing.*—As in Low Sixth Grade.

*Drawing.*—As in Low Sixth Grade.

*Music.*—\*Appropriate songs from supplementary song books. Daily practice on scales from F below to F above middle C. \*Dictation work as suggested in Reader No. I., Nat. Mus. Course. Tone

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\*See note, Low Third Grade.



recognition from new songs, sung to words of song. "Loomis Progressive Music Lessons," No. IV., pp. 1-41. \*Written transposition of song on page 26 to key of B-flat. \*Original composition of a song to fit the words found on page 208 of the Loomis No. IV. \*Key signatures of keys of C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat, G-flat. \*Development of key signatures for scales of C, G, and F. \*Composition on the life of Mozart, including full mention of his style and works.

N. B.—Music composition book for each half year, to be kept in *ink*, drawing of the staff alone excepted.

#### HIGH EIGHTH GRADE.

*Reading*.—Longfellow's *Evangeline*.

*Spelling*.—See Low Fifth Grade.

*English Grammar*.—Hyde's *Practical English Grammar*, completed. See directions for Low Seventh Grade.

*Arithmetic*.—S. & K. Higher, completed and reviewed.

*Physical Geography*.—Maury's *Revised*, completed and reviewed with Low Eighth.

*Physiology*.—Steele's *Hygienic*.

*U. S. History*.—Chambers', completed and reviewed. Include Declaration of Independence and Constitution.

*Composition*.—See instruction for Low Eighth.

*Writing*.—As in Low Sixth Grade.

*Drawing*.—As in Low Sixth Grade.

*Music*.—\*Appropriate songs from supplementary song books. Daily practice on scales from F below to F above middle C. \*Dictation work as suggested in Reader No. I., Nat. Mus. Course. Tone recognition from new songs, sung to words of song. "Loomis Progressive Music Lessons" No. IV., pp. 42-93. \*Written transposition of song on page 56 to key of G-flat. \*Original composition of a song to fit the words found on page 207, second hymn. \*Key signatures of C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat, G-flat. \*Development of key signatures for scales of D, A, B-flat, and E-flat. \*Compositions on the lives of Abt and Beethoven, giving full mention of the style and works of each.

N. B.—Music composition book for each half year, to be kept in *ink*, drawing of the staff alone excepted.

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\*See note, Low Third Grade.



# COURSE OF STUDY

## FOR THE

### AUSTIN PUBLIC HIGH SCHOOLS.

#### ENGLISH.

Low Junior: 1. Punctuation and Sentence Structure: Lockwood.

2. Composition: Narration and Amplification.

3. An account of American Literature: From Outline and Notes Given by the Teacher.

4. Selections Read and Studied in Class: Irving's Sketch Book.

5. A Review of Nouns and Pronouns: Whitney and Lockwood. In "3" the teacher will read selections to the class.

High Junior: 1. Letter Writing, Figures, Versification and Common Errors: Lockwood.

2. Composition: Narration and Easy Description.

3. American Literature (continued).

4. Selections Read and Studied in Class: Hawthorne's "Tales of the White Hills." (Riverside.) Whittier's "Snow Bound," Etc. (Riverside.)

5. A Review of Adjectives and Adverbs: Whitney and Lockwood.

In "3" the most noted short productions will be read to the class.

Low Middle: 1. History of the Language, Elements of the Language, and Diction: Lockwood.

2. Composition: Paraphrases, Description, and Description and Narration Combined.

3. American Literature Finished: Especial Attention Given to Southern Literature by Means of Notes and by Selections From Manly's Text.

4. Selections Read and Studied: Thanatopsis (47 Eng. Classics Series). Vision of Sir Launfal (30 Riverside). Lowell's "Books and Libraries, and Other Papers." "Holmes' Leaflets" (14 Riverside). (39 Riverside.)

5. Conjunction, Preposition and Interjection.

In "3" selections will be read to the class.

High Middle: 1. Genung's Outlines of Rhetoric: To Part II.

2. Composition: Abstracts, Description, Narration.

3. Selections Studied: "Warren Hastings" (34 English Classics). Carlyle's "Essay on Burns" (70 Eng. Classics).

4. An Account of English Literature From Outlines and Notes Given by the Teacher.

5. Verb, Infinitive and Participle.

In "3" selections are read.

Low Senior: 1. Genung's Outlines of Rhetoric Finished.

2. Composition: Exposition, and Especial Attention to Paragraph Structure.

3. English Literature (continued): Selections Read.

4. Selections Studied: "As You Like It" (Kellogg's). "The Deserted Village." "Roundabout Papers" (50 Eng. Classics).

5. Analysis of Sentences.

High Senior: 1. Reviews: Parts of Genung's and Lockwood's Texts.

2. Composition: Argument and Persuasion.

3. English Literature Finished: Selections Read.

4. Selections Studied: "Sesame and Lillies." "The Passing of Arthur" (128 Eng. Classics). "Gray's Elegy" (19 Eng. Classics). "Julius Cæsar."

5. English Grammar (Reviewed).

#### MATHEMATICS.

Low Junior: Algebra, pp. 1 to 77, Wentworth's Shorter Course.

High Junior: Algebra, pp. 78 to 171, Wentworth's Shorter Course.

Low Middle: Algebra, pp. 171 to 250, Wentworth's Shorter Course.

High Middle: Geometry, Books I. and II., Wentworth's Plane and Solid Geometry.

Low Senior: Geometry, Books III., IV., and V., Wentworth's Plane and Solid Geometry.

High Senior: Solid Geometry, Wentworth's Plane and Solid Geometry.

LATIN.

Low Junior: Harper's Inductive Primer.

High Junior: Harper's Inductive Primer, Composition, Viri Romæ.

Low Middle: Harper's Inductive Primer, Viri Romæ, Composition, Grammar (Harkness).

High Middle: Nepos, Cæsar, Composition, Grammar (Harkness).

Low Senior: Sallust, Eutropius, Composition, Grammar (Harkness).

High Senior: Cicero, Selected passages for sight reading, Composition, Grammar (Harkness).

There will be slight changes in the reading of the Senior classes from time to time.

SCIENCE.

High Junior: Botany, Wood's Lessons in Botany.

Low Middle: Zoology, Holder's Zoology.

Low Senior: Physics,—Matter, Mechanics, and Acoustics,—Avery's School Physics.

High Senior: Physics continued,—Heat, Radiant Energy, and Electricity,—Avery's School Physics.

CIVICS.

Low Junior: Dole's American Citizen.

HISTORY.

High Middle: Ancient History, Myer's General History.

Low Senior: Mediæval and Modern History, Myer's General History.

High Senior: English History, Montgomery's Leading Facts in English History.

GERMAN.

Low Junior: Comfort's German Primer (completed), Grammar, pp. 1-67, Joynes-Meisner's German Grammar, Exercises, Part I. of text, Beginner's German Translation and Exercise Book.

High Junior: Grammar, pp. 68-104, same text. Exercises,

Part II. of text, same text. "Ulysses und Kyklop." Other reading to be selected.

Low Middle: Grammar, pp. 104-164, same text. Exercises, Part III. of same text. Reading to be selected.

High Middle: Grammar, pp. 164-300. Exercises, Part III. concluded. Reading to be selected.

#### MANUAL TRAINING.

Low Junior: Free Hand Drawing, Instrumental Drawing and Joinery.

High Junior: Free Hand Drawing, Instrumental Drawing, Turning and Carving.

Low Middle: Free Hand and Instrumental Drawing continued, and Forging.

High Middle: Free Hand and Instrumental Drawing continued, Forging continued, Pattern Making and Moulding.

Low Senior: Drawing continued, and Machine Work.

High Senior: Drawing and Machine Work.

#### COURSE NO. 1.

Low Junior: English, Latin, Civics, Mathematics.

High Junior: English, Latin, Science, Mathematics.

Low Middle: English, Latin, Science, Mathematics.

High Middle: English, Latin, History, Mathematics.

Low Senior: English, Latin, History, Mathematics.

High Senior: English, Latin, History, Science.

#### COURSE NO. 2.

Low Junior: English, Civics, German, Mathematics.

High Junior: English, Science, German, Mathematics.

Low Middle: English, Science, German, Mathematics.

High Middle: English, History, German, Mathematics.

Low Senior: English, Science, History, Mathematics.

High Senior: English, Science, History, Mathematics.

#### COURSE NO. 3.

Low Junior: English, Latin, German, Mathematics.

High Junior: English, Latin, German, Mathematics.

Low Middle: English, Latin, German, Mathematics.

High Middle: English, Latin, German, Mathematics.

Low Senior: English, Latin, History, Mathematics.

High Senior: English, Latin, History, Science.

COURSE NO. 4.

Low Junior: English, Mathematics, Civics, Manual Training.

High Junior: English, Mathematics, Science, Manual Training.

Low Middle: English, Mathematics, Science, Manual Training.

High Middle: English, Mathematics, History, Manual Training.

Low Senior: English, Mathematics, History, Science, Manual Training.

High Senior: English, Mathematics, History, Science, Manual Training.

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## TEXT BOOKS USED IN THE AUSTIN PUBLIC SCHOOLS.

### PRIMARY GRADES.

1. Harper's First, Second, Third, and Fourth Readers.
2. Swinton's Advanced First, Second, Third, and Fourth Readers.
3. Fables and Folk Stories (Riv. Lit. Series, 47, 48).
4. Stories of Great Americans for Little Americans.
5. Baldwin's Fairy Stories.
6. Eggleston's Stories of American Life and Adventure.
7. Black Beauty.
8. Swinton's Word Primer.
9. Appleton's Elementary Geography.
10. Hyde's Language Lessons, Book I.
11. Sutton & Kimbrough's Intermediate Arithmetic.
12. Zaner, Webb & Ware Copy Books.
13. Zaner, Webb & Ware Drawing Books.
14. Natural Music Course, Ripley & Tapper.

### GRAMMAR GRADES.

1. Eggleston's First Book of American History.
2. Longfellow's Children's Hour (Riv. Lit. Series No. 11).

3. Pennybacker's History of Texas.
4. Longfellow's Paul Revere's Ride (Riv. Lit. Series No. 63).
5. Sketch Book (Eng. Classic Series No. 31).
6. Tales from Shakespeare (Eng. Classic Series No. 42).
7. Christmas Carol (Riv. Lit. Series No. 57).
8. Hawthorne's Wonder Book (Eng. Classic Series No. 168).
9. Enoch Arden (Riv. Lit. Series No. 73).
10. Little Nell (Standard Lit. Series).
11. Seven American Classics.
12. Stories of Other Lands.
13. Gray's Elegy (Eng. Classic Series No. 19).
14. Miles Standish (Riv. Lit. Series No. 2).
15. Longfellow's Evangeline (Riv. Lit. Series No. 1).
16. Appleton's Higher Geography.
17. Sutton & Kimbrough's Higher Arithmetic.
18. Hyde's Language Lessons, Book II.
19. Hyde's Practical Grammar.
20. Maury's Physical Geography.
21. Chambers' History of the United States.
22. Zaner, Webb & Ware Copy Books.
23. Zaner, Webb & Ware Drawing Books.
24. Natural Music Course, Ripley & Tapper. Loomis Progressive Music Lessons No. IV.

#### HIGH SCHOOL.

1. Lockwood's Lessons in English.
2. Genung's Outlines of Rhetoric.
3. Carpenter's Rhetorical Exercises.
4. Myer's General History.
5. Montgomery's History of England.
6. Dole's American Citizen.
7. Wentworth's Shorter Course in Algebra.
8. Wentworth's Plane and Solid Geometry.
9. Wood's Lessons in Botany.
10. LeConte's Compend of Geology.
11. Holder's Zoology.
12. Avery's School Physics.
13. Comfort's German Primer.



14. Joynes-Meisner's German Grammar.
15. Beginner's German Translation and Exercise Book.
16. Barnhardt's Novelletten and Schiller's Plays.
17. Harper & Burgess' Inductive Latin Primer.
18. Harkness' Latin Grammar.
19. D'Ooge's Viri Romæ.
20. Lindsay's Cornelius Nepos.
21. Cæsar, Harper & Tolman.
22. Cicero, Harper & Gallup.
23. Eutropius, Caldecott.
24. Latin Composition, Riggs' In Latinum, Cæsar.
25. Latin Composition, Riggs' In Latinum, Cicero.

## BY-LAWS OF THE AUSTIN CITY SCHOOL BOARD.

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The exclusive control of the Austin Public Schools is vested in a Board of Trustees consisting of eight members. Three members are elected every two years to serve for a period of four years. The officers are a President, Vice-President, Secretary and Treasurer; they are elected at the first regular meeting after each election of trustees. Meeting first Friday in each month, at 4 p. m.

The regular meetings occur on the first Friday of each month in the office of the Superintendent. Four members constitute a quorum. The following is the order of business:

1. Reading minutes of preceding meeting.
2. Report of the Superintendent.
3. Reports of standing committees.
4. Reports of special committees.
5. Unfinished business.
6. New business.
7. Adjournment.

### DUTIES OF OFFICERS.

#### PRESIDENT AND VICE-PRESIDENT.

1. It shall be the duty of the President to preside at all meetings, and to conform to the parliamentary rules that usually govern organized bodies; to call meetings when he thinks it necessary, or when asked to do so by two members of the Board of Trustees, and to perform all other duties prescribed in the adopted rules of the Board.

2. It shall be the duty of the Vice-President to perform all the duties imposed upon the President in the absence of said officer.

#### DUTIES OF THE TREASURER.

1. The Treasurer shall receive all moneys belonging to the Austin Public Schools, and deposit same for safe keeping in a bank, selected by the Finance Committee, to the credit of the Board of Trustees of the Public Schools of Austin.

2. He shall make no payments except upon warrants drawn by the Superintendent and signed by the President.

3. He shall keep accurate accounts of all receipts and disbursements which shall be accessible at all times to any member of the Board desiring to see them.

4. He shall make such reports to the County Judge and State Superintendent as the law requires, an annual statement of all receipts and disbursements to the School Board, and a report of the financial condition of the schools whenever called for by the President of the School Board.

5. The Treasurer shall keep the "John T. Allan" fund separate and apart from the "General Fund," and keep a separate book for said Allan Fund.

6. He shall give such bond as the law requires.

#### DUTIES OF THE SECRETARY.

1. It shall be the duty of the Secretary to keep, or have kept, the minutes of the meetings of the Board and otherwise perform such duties as may devolve upon him as secretary.

#### COMMITTEES.

The following standing committees, of three members each, shall be appointed by the President at the first regular meeting after his election or as soon thereafter as may be convenient: Finance, Rules and Regulations, Buildings and Supplies, Teachers, Text-Books and Examinations, and Allan Fund.

#### DUTIES OF COMMITTEES.

1. The Finance Committee shall meet once a month in the office of the Superintendent to approve accounts. Accounts that are not then approved shall go over to the next meeting, unless otherwise ordered by the Committee. When expenses of any magnitude are to be incurred, it shall be the duty of the Finance Committee to get the approval of the Board before the expense is incurred. Also it shall be their duty to determine once a year the salaries to be paid to all persons employed in the schools and report the same to the Board, two months before opening of schools; to furnish the Board once a year with an approximate estimate of the revenues and expenses for the next year; to make a report annually of the expenses

incurred and the moneys received ; to report annually the resources and liabilities.

2. The Buildings and Supplies Committee shall inspect the different buildings and grounds, and recommend repairs, purchases of grounds and buildings, erection of buildings, etc. They shall make their recommendations at each meeting of the Board. Once a year they shall carefully inspect all school property and make an estimate of the expenses to be incurred in repairing and constructing buildings and purchasing and improving grounds ; they shall report the same to the Board. They shall recommend the purchase of such furniture and supplies as are found necessary. Once a year they shall make a report of the supplies purchased, and an approximate estimate of what will be needed for the next year.

3. The Committee on Rules and Regulations shall revise the rules annually and report the same to the Board. They shall recommend such changes during the year as are found necessary.

4. The Committee on Teachers, Text-Books and Examinations shall inspect, as far as possible, the work of teachers and pupils ; they shall recommend for graduation pupils who have completed the course of study, and for positions teachers who have passed the examinations. They shall recommend once a year the election of teachers to positions, subject to the approval of the Board. They shall recommend to the Board such changes in text-books as they deem advisable.

5. It shall be the duty of the Allan Fund Committee to audit all claims against this Fund ; to investigate all propositions relating to the sale or lease of property or the loaning of money belonging to this Fund ; to make recommendations to the Board as to the collection of debts due the Fund, and as to the advisability of extending time on loans that become due ; and to exercise general supervision over the management of this Fund ; provided, that all acts of this committee shall be subject to ratification by the Board.

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## RULES AND REGULATIONS.

The following rules and regulations are adopted. They may be amended at any time by the Board upon the recommendation of the Committee on Rules and Regulations. They shall be changed by an affirmative vote of four members of the Board :

## SECTION I.

### DEPARTMENTS.

The schools are divided into three departments—the Primary, the Grammar and the High School. The Primary department consists of the first, second, third and fourth grades; the Grammar of the fifth, sixth, seventh and eighth grades; the High School of the junior, middle and senior grades. Each grade, except the senior, consists of a high and a low division.

## SECTION II.

### SESSIONS.

1. The school year consists of two terms of four and one-half months each, exclusive of Christmas week, unless sooner closed by order of the Board. The first term shall begin on the second Monday in September; the second immediately after the close of the first.

2. The daily session begins at 9:00 a. m., and closes at 3:00 p. m., except that of the first and second grades in the white schools, which closes at 2:30. The recesses are from 10:45 to 11:00 a. m., and from 12:30 to 1:00 p. m.

## SECTION III.

### HOLIDAYS.

The holidays shall be as follows: February 22, March 2, and April 21, December 25 to January 1, inclusive; and all days appointed by the President of the United States or the Governor of Texas as days of thanksgiving.

## SECTION IV.

### ADMISSION.

1. *Residents*.—All children over seven and under nineteen, not otherwise disqualified, whose parents or guardians are *bona fide* residents of the city, shall be entitled to attend the city public schools free of tuition.

2. *Non-Residents*.—Children within the scholastic age, whose parents or guardians are not residents of the city, will be permitted to attend the city schools upon payment of tuition monthly, invariably in advance, at the following rates: \$1.50 per month for first

to fourth grades, inclusive; \$2.50 per month for fifth to eighth grades, inclusive; \$4.00 per month for ninth to eleventh grades, inclusive; *provided*, that the Superintendent shall assign such children to the proper school buildings; and *provided further*, that the Superintendent shall have the power to reject any non-resident applicant where there is not sufficient room for such applicant in the schools; and *provided further*, that should any school room become crowded after the admission of such student, the Superintendent shall have power to discontinue such attendance.

3. *Pupils Over and Under the Scholastic Age.*—Pupils over or under the scholastic age may be admitted upon the conditions stated in Rule 2; provided, that children under six years and ten months shall not be admitted to the schools.

4. *Scholastic Pupils Residing Beyond the Corporate Limits.*—Scholastic pupils residing beyond the corporate limits, who have their State school funds transferred to the city, may attend the city schools for such length of time as their pro rata will pay for tuition in the same at rates stated in Rule 2. after which they may attend upon payment of tuition as prescribed in Rule 2. This rule shall apply to those pupils who are non-residents, but who board in the city, and to those who move into the city temporarily for the benefit of the schools.

## SECTION V.

### PROMOTIONS.

1. Promotions are made at the end of each term from the low division to the high division of a grade, or from the high division of a grade to the low division of the next grade. For promotions, a grade of 70 per cent. in each subject is required, or between 60 and 70 per cent. in one and 70 per cent. in the rest. Pupils who fail to meet with this requirement may be promoted on the recommendation of the teacher and principal, together with the approval of the Superintendent.

2. The "grade" referred to in the next preceding paragraph is to be determined by the judgment of the teacher in charge, upon such tests, oral and written, as said teacher may deem proper or necessary; *provided*, that the Superintendent shall at all times have final authority in determining the character of tests to be used.

3. If at any time any pupil or his parents shall be dissatisfied



with the teacher's decision, made under the direction of the Superintendent, as provided in the foregoing paragraph, then said pupil shall have the right of a written examination upon the subjects taught in the grade from which he seeks promotion, the questions in this case to be prepared by the Superintendent, and the pupil's promotion to depend upon his making the grade specified in Rule 1 of this section.

NOTE.—The important question in each case is this: *Everything considered, is the pupil able to do the work of the grade to which he seeks promotion?* The teacher's sole aim should be to answer this question truly.

## SECTION VI.

### TEACHERS' EXAMINATIONS AND CERTIFICATES.

1. High School teachers and principals of the different schools may be employed upon recommendation without examination; *provided*, they hold certificates valid under State law. In filling such positions, however, preference will be given to such teachers as pass the examination when other considerations are equal.

(1) A competitive examination is given annually to applicants for positions as teachers, and there are issued by authority of the Board of Trustees three classes of certificates:

(a) Primary and Intermediate Certificates to be classed as second grade certificates.

(b) High School Certificates to be classed as first grade certificates.

(c) Permanent Certificates.

2. (a) Applicants for second grade certificates shall be examined in the following branches: Arithmetic, Civil Government, Composition, Geography, Physical Geography, Grammar, Texas History, U. S. History, Physiology, School Management and Methods of Teaching, Reading, Spelling and Writing.

(b) Applicants for first grade certificates, in addition to the foregoing subjects, shall be examined in Algebra, Elementary Geometry, Mental Science, Moral Science and Physics.

(c) Applicants for *Permanent Certificates*, in addition to the foregoing, shall be examined in the following subjects: Bookkeeping, Chemistry, Solid Geometry, History of Education, American Literature, English Literature, Psychology and Plane Trigonometry.

3. Applicants for certificates of the first or second grade shall be required to make not less than 50 per cent. on any one subject—100 being the standard for a perfect paper—and also a general average on all subjects of not less than 75 per cent. for a certificate valid for *two* years; and a general average of 85 per cent. for a certificate valid for *four* years; and not less than 60 credits on any subject, and a general average of not less than 85 per cent. shall be required in order to entitle the applicant to a certificate designated as “Permanent Certificate.”

4. Applicants shall be entitled to such grade certificates as they may merit under the foregoing rules, notwithstanding they may have failed to attain the grades required for the certificate of the class for which they may have applied.

5. Annual Competitive Examinations shall be held and record kept of the standing of all applicants presenting themselves at such competitive examination.

6. Special examinations may be held by order of the Board of Trustees whenever there arises a necessity therefor, to fill the places of teachers in the Austin Public Schools.

7. Teachers who hold first or second grade certificates issued by the county of Travis, or who hold certificates or diplomas authorizing employment in the Public Schools of the State, may be employed in the Austin Public Schools as temporary or substitute teachers.

8. In the employment of teachers, all the *criteria* proper to be considered in order to secure the best teaching talent in the City Schools, shall be considered by the Board of Trustees and the City Superintendent.

9. Any person holding a second grade or first grade certificate may receive in lieu thereof a certificate of the next higher class by taking the examination on the additional subjects prescribed for such higher class of certificate; *provided*, that such applicant's average grade on all subjects prescribed for such higher class certificate, as shown by both examinations, shall not be less than that hereinbefore fixed, and the minimum grade on any subject shall not be less than that hereinbefore fixed.

10. Any valid first grade or permanent State certificate will be recognized as valid in the Austin schools when held by a teacher

who has once taken the Austin teachers' examination and obtained a first grade city certificate valid for four years; *provided*, the teacher holding such certificate has been engaged regularly in teaching since the issuance of said Austin city certificate.

## SECTION VII.

### TENURE OF OFFICE AND SALARIES.

1. The superintendent, principals, teachers and other employes of the Board shall be elected annually; *provided*, that the employment of any teacher who fails to give satisfaction may be terminated by the Board at any time upon the recommendation of the Superintendent and Committee on Text-Books, Teachers and Examinations.

2. The salaries of the Superintendent, Principals and High School teachers shall be fixed annually. The salary of a Primary or Grammar school teacher holding a first grade city certificate shall be sixty dollars per month after the first year's service in the schools; after five years' service the salary of such teacher shall be increased five per cent.; after ten years' service five per cent. additional; a teacher holding only a second grade city certificate shall not be paid more than fifty (\$50.00) dollars per month.

3. Teachers of the Primary and Grammar departments during their first year's employment shall receive \$50.00 per month; but inexperienced teachers may be paid \$40.00 per month when the Committee on Teachers, Text-Books and Examinations so recommend. Salaries shall be paid by the calendar month. Salaries shall be fixed by the Board annually, and shall not be changed or altered during the scholastic year.

4. There shall be kept in the employment of the Board at least three supernumerary teachers, each of whom shall receive a salary of \$30.00 per month.

5. Regularly employed teachers who are absent less than five consecutive days on account of sickness have no deductions made from their salaries. When absent for a longer period of time, not to exceed thirty days, they lose half the amount of their salaries, and shall receive no pay after thirty days until resumption of duties as teacher.

## SECTION VIII.

### DUTIES OF SUPERINTENDENT.

1. To act under the direction of the School Board and to see that the rules and regulations are carried out.

2. To have the general control of all school property; to see that the buildings and premises are kept in a proper state of repair; to see that the different schools are provided with the necessary furniture and supplies.

3. In conjunction with the President of the Board, to assign teachers to their respective buildings and grades, and make such transfers and assignment of teachers during the year as may be necessary.

4. To employ teachers to fill such vacancies as may occur during the year, and report the same at the next meeting of the Board for approval or disapproval; to employ janitors and report the same to the Board for approval, and in order that the Board may fix the salaries of janitors.

5. To direct non-resident pupils as to what schools they are to attend.

6. To transfer pupils from one school to another when he has good grounds for so doing.

7. To report pupils to the Board for expulsion or indefinite suspension.

8. To reinstate suspended pupils when he deems it advisable, provided the principal and teacher in charge consent; when they do not consent, to refer the matter to the Board.

9. To furnish the principals with a list of such substitute teachers as may be sent for by the principals in case of absence of teachers.

10. To see that no more teachers or other persons are employed than are necessary for efficiently doing the work of the schools.

11. To notify the principals of such changes in the rules and regulations as may concern them.

12. To give his instructions to the teachers and janitors through the principals.

13. When deemed to the interest of a pupil of any grade to promote such pupil to a higher grade, or to remove to a lower grade, he shall be authorized to make such promotion or de-gradation,

although such pupil may not have passed the usual examination fixed to authorize promotion, or may have been placed in higher grade by promotion.

14. He shall determine the forms of all registers, records and blank books and reports to be used in the schools; see that they are of uniform pattern, and have charge of their distribution to teachers.

15. To receive all moneys taken in by the collector of rents and to deposit the same with the Treasurer of the Board, taking the Treasurer's receipt for the same.

## SECTION IX.

### DUTIES OF THE CLERK.

1. To keep the books, accounts, papers, and everything pertaining to the office of the Superintendent in proper condition.

2. To act under the orders of the Superintendent, and to perform such duties in and on the outside of the office as he may direct.

## SECTION X.

### DUTIES OF PRINCIPALS.

1. To act under the direction of the Superintendent and see that the teachers, pupils and janitors comply with the rules.

2. To assume control of the buildings, premises and belongings of their respective schools, and to see that they are kept in a proper condition.

3. To be on the school premises one-half hour before the opening of school.

4. To admit, re-admit, and to classify pupils; but they shall not admit to any grammar grade room more than 45 pupils, nor to a primary room more than 50 pupils, unless pupils applying for admission can not be accommodated at any other building, and then only by permission from the Superintendent.

5. With the assistance of teachers, to examine such pupils for admission as have not promotion cards, and for the discharge of this duty they shall be at their respective buildings on the two school days next preceding the opening of each annual session.

6. To collect the tuition of pay pupils, and pay the same over to the Superintendent, who shall at once deposit the same with the Treasurer of the Board, taking the Treasurer's receipt for the same.



7. To make requisition upon the Superintendent for such supplies as may be necessary.

8. To suspend pupils when necessary, and report the same promptly, both to the Superintendent and the parent and guardian.

9. To see that the libraries are kept in proper order; that no unsuitable books are kept in them, and direct, as far as possible, with the assistance of the teachers, the reading of the pupils.

10. To make such reports to the Superintendent regarding the condition of the work of the schools as the Superintendent may require.

11. To notify the teachers of such changes in the regulations as may concern them.

12. To furnish the Superintendent with the daily program of each grade as early as possible in each term, and such other reports as may be required.

## SECTION XI.

### DUTIES OF TEACHERS.

1. To act under the direction of the principals; to see that the pupils comply with the school regulations, and to see that their rooms are properly ventilated, heated and kept in order.

2. To discipline as well as teach the pupils of their respective rooms, but to secure the advice and co-operation of the principal when necessary.

3. To adopt such rules for the management of their grades as they may think proper, not contrary to the rules and regulations of the schools; *provided*, they first submit these rules to the principal and secure his approval of the same.

4. To be on the premises fifteen minutes before the opening of school.

5. To notify the principal thirty minutes before the opening of school in case of absence.

6. To consult with the principal before inflicting corporal punishment of any kind.

7. To report to the principal damages done to the buildings, furniture, premises, and in every way to co-operate with him in maintaining good order.

8. Not to permit agents to distribute circulars or make announcements in their rooms.



9. To report to the principal at the end of each month how often they have been absent or tardy.

10. To attend such meetings as the Superintendent or principal may call for the promotion of the interests of the schools.

11. Not to enroll or re-admit any pupil unless instructed to do so by the principal.

12. To keep such a record of the written and oral work of the pupils as will enable them at all times to determine approximately the standing of pupils.

13. To report once a month to parents or guardians the standing of pupils in conduct, attendance and punctuality, and also their grades in their several studies.

14. To keep on hand for a reasonable length of time all written work of pupils to show for itself in case of complaint.

15. To drop the name of a pupil from the roll as soon as there is satisfactory evidence that the pupil has left school; to drop the name of a pupil who has been absent without sufficient cause for three consecutive days.

16. To report to the principal once per month all pupils whose names have been dropped and those who have been absent or tardy without reasonable excuse; to report at once pupils who leave school without permission.

## SECTION XII.

### DUTIES OF SUPERNUMERARIES.

1. To fill the place of any teacher who is absent on account of sickness, visiting, or other cause.

2. To take charge of the principal's room when the principal is engaged in supervising work in other rooms.

3. To discharge any other duty assigned by principal or Superintendent.

4. When not otherwise engaged, to visit rooms of regular teachers for the purpose of observing methods of teaching and managing.

## SECTION XIII.

### DUTIES OF SUPERVISORS.

1. To prepare a general outline of work for all grades in their respective departments.

2. To furnish each teacher a full and complete outline of the work to be done in her grade.

3. To visit each grade room regularly once a week for the purpose (1) of testing pupils in work previously assigned; (2) of giving pupils lessons in advanced work; (3) of observing work and methods of regular teachers; and (4) of giving such special instructions to pupils and teachers as may be proper and necessary.

4. To hold such meetings of teachers as may be deemed necessary by the supervisor for the general direction of the work and for the advancement of the teachers.

## SECTION XIV.

### COMPLAINTS AND GRIEVANCES.

1. All complaints made by parents or others against any of the teachers of the city schools, growing out of the relation of teacher and pupil on account of any supposed or real mistreatment of their children, either in discipline or instruction, must be made in a written communication addressed to the Superintendent, whose duty it shall be to adjust the same; *provided*, that any parent or guardian who may not be satisfied with the Superintendent's action may have the right to appeal to the Board; but complaints may be considered by the Board only on appeal from the Superintendent's decision and in session of the Board.

2. All cases of discipline should, when possible, be settled by the teacher in charge; but when this is not possible, then the difficulty should be referred to the principal for settlement.

## SECTION XV.

### DUTIES OF PUPILS.

1. To act under the direction of their teachers in their rooms, and under the direction of the principal and teachers outside of their rooms and on the road to and from school.

2. To come directly to school and go directly home without being guilty of any misconduct on the road.

3. Not to arrive at school before the time for the arrival of the principal.

4. To be responsible for the condition of their desks, seats, and

books; not to abuse the school building, furniture or premises by marking, cutting, or in any other way.

5. To be at school in time for roll call and to bring written excuses for all cases of absence or tardiness.

6. To provide themselves with all necessary books and school material.

7. To notify the teacher when they intend to withdraw or be absent for a time.

8. To be neat and clean in person and dress.

9. To refrain from throwing stones, pebbles, or anything to which like danger is attached.

10. Not to bring or use tobacco upon the premises.

11. To refrain from the use of obscene and profane language, or any act of a similar character.

12. To comply with such rules as the teacher may adopt for the government of her own room.

13. To attend the schools designated for their respective wards, except when permission is granted by the Superintendent to attend other schools. In the case of non-residents, to attend such schools as the Superintendent may direct.

14. Not to leave the premises without the permission of the principal or teacher.

15. Not to attend school when afflicted with or exposed to a contagious disease.

16. Pupils who shall deface or injure the school property shall pay in full for all damages, and if they fail to do so within one week, they shall be suspended by the principal; and it shall be the duty of all teachers to read this rule to their pupils at the opening of the session, and to each new pupil admitted.

17. For each case of absence or tardiness on the part of any pupil, a written excuse signed by the parent or guardian must be presented to the teacher, and said excuse must state some valid and satisfactory cause for the pupil's absence or tardiness. Pupils absent more than three times, or tardy more than three times, or absent and tardy more than three times without valid excuse, may be referred to the Superintendent, and at his discretion may be suspended.

## SECTION XVI.

### DUTIES OF JANITORS.

1. To keep the school rooms, halls, premises and grounds in a neat and orderly condition.
2. To see to the heating and ventilating of the rooms before school, and at such times during the day as may be necessary.
3. To remain on the premises during the day, except when excused or sent away by the principal.
4. To regulate the clocks and ring the bells.
5. To report to the principal any abuse of the building, furniture or premises that may occur.
6. To perform such other duties as the principal may direct.

## SECTION XVII.

### PAYMENT OF CLAIMS.

1. No claim of any kind against the Board of Trustees of the Austin Public Schools shall be paid until the same has been approved by the Superintendent and a majority of the Finance Committee; and all claims so approved shall be paid by warrant, payable to the party entitled to receive the same, stating on what account the claim is paid, drawn upon the Treasurer of the Public Schools, and signed by the President of the Board; *provided*, that the Board may, from time to time, authorize the President of the Board to issue to the Superintendent warrants drawn and signed as hereinbefore explained, for funds to be known as Contingent Funds, to be used by the Superintendent in defraying current expenses; but the amount so transferred to the Superintendent at any one time shall never exceed \$100.00, and the Superintendent shall be required to file a statement with the Finance Committee once a month, showing the condition of the Contingent Funds, said statement to be accompanied with vouchers for all amounts paid out.
2. The names of the officers, teachers, janitors and lessors of property to the City Public Schools shall be placed in a monthly pay-roll book, to be kept therefor by the Superintendent; the pay-rolls to be called respectively the "Officers' Pay-roll," the "Teachers' Pay-roll," the "Janitors' Pay-roll," and "Rent Pay-roll."

3. All other claims\* against the City Public Schools shall likewise be paid by a draft drawn, as in Section I; but an itemized account shall accompany the draft, stating the nature of the claim and bearing the approval of the Finance Committee.

## SECTION XVIII.

### PLAY GROUNDS.

1. The play grounds of the male and female pupils shall be separate and distinct.

## SECTION XIX.

### BUILDINGS.

1. Public school buildings, furniture, apparatus, and other school property belonging to the Board of Trustees of the Austin Public Schools shall be used exclusively for public school purposes.

## SECTION XX.

### TEACHERS' NORMAL INSTITUTE.

1. There shall be established and maintained throughout the session a Teachers' Institute, which shall hold its meetings at least once a month, on Saturday of the week.

2. All the teachers of the City Public Schools are required to attend promptly and regularly the meetings thereof, and to perform such duties as may be assigned them.

3. There shall be held on the Saturday preceeding the annual opening of the schools in September, an organizing teachers' meeting, and the Superintendent shall act as chairman of such meeting. At this meeting, teachers elected shall be permanently assigned to their positions by the Superintendent. Teachers absent shall not be assigned; but substitutes shall be put in charge until the cause of their absence be reported to the Superintendent, who shall act upon the matter.

4. Any teacher failing to attend any of the said meetings, or refusing to perform the duties assigned without giving reasonable

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\*It will assist parties having claims against the City Public Schools to send them to the Superintendent, who will attend to their claims by having them approved by the Finance Committee and procuring and delivering a draft for the amount due them.

excuse, shall be deemed guilty of neglect of business and duty, and may be dismissed from the Public School service by the Board of Trustees. Absence from said meetings shall be considered the same as loss of a day from regular school work and reported as such; the amount of loss of time shall be deducted from monthly salary.

5. The Superintendent shall be *ex-officio* conductor of the Teachers' Institute. He shall appoint assistant conductors and such other officers as may be necessary. He shall see that proper and faithful records of the proceedings of the meetings are kept and preserved, which shall be subject to the inspection of the Board of Trustees.

6. The Normal Institute for white and colored teachers shall be held on different days.

7. Attendance of teachers upon meetings called and held by the supervisor of music or the supervisor of writing and drawing, and the discharge of duties assigned to teachers by supervisor at such meetings, shall be subject to the requirements and penalties named in Article 4 of this section.



# LIST OF TEACHERS.

## WHITE.

### HIGH SCHOOL.

Principal, J. E. Pearce.....	
Alfred Freshney.....	310 W. 9th St.
Miss Nannie Dawson.....	202 E. 9th St.
Miss Fannie Ottley.....	1207 San Jacinto St.
Miss Mary Decherd.....	2213 Nueces St.
Miss Helen Hornsby.....	1401 Colorado St.
N. S. Hunsdan.....	503 E. 8th St.
E. E. Goodell.....	1910 Nueces St.

### EAST AUSTIN.

Principal, J. L. Taff.....	2010 University Ave.
Miss Anna Ellis.....	McDonald Building.
Miss Margaret Riley.....	502 E. 8th St.
Miss Janie Warren.....	1802 Pearl St.
Miss Ada Blackburn.....	2508 Nueces St.
Miss Laura Allison.....	Cor. Chicon and E. 21st Sts.
Miss Lucy Read.....	Morris House.
Miss Elfrieda Jessen.....	1302 Sabine St.
Miss Florence Worthy.....	203 E. 9th St.
Miss Mary Downie.....	906 Trinity St.
Miss Josephine Houston.....	2211 Nueces St.
Miss Emma Puckett.....	303 E. 15th St.

### WEST AUSTIN.

Principal, T. A. Brown.....	609 Westlin St.
Miss Jessie Sayers.....	Governor's Mansion.
Miss Octavia Clifton.....	205 W. 7th St.
Miss Annie Blanton.....	2104 Pearl St.
Miss Clovie Hill.....	2106 Pearl St.

Miss Lula Bewley.....	313 W. 6th St.
Miss Lucile James.....	210 W. 8th St.
Miss Lucille Byers.....	802 San Antonio St.
Mrs. A. D. Pickrell.....	2300 Nueces St.
Miss Lillie Webb.....	
Miss Minnie Dill.....	Cor. Colorado and W. 17th Sts.
Miss Emily Numbers.....	1201 Rio Grande St.

#### ARSENAL BLOCK.

Principal, Miss F. R. Brooke.....	1302 Curve St.
Miss Pauline Trueblood.....	10th and West Ave.
Miss Annie Jary.....	203 E. 9th St.
Miss Nina Hill.....	2106 Pearl St.
Miss Ellen Cooke.....	2307 San Antonio St.
Miss Ellen Maddox.....	802 W. Blanco St.
Miss Effie Graves.....	1400 W. 5th St.
Miss Mary Carlisle.....	1906 San Antonio St.
Miss Katie Eanes.....	203 E. 9th St.

#### NORTH AUSTIN.

Principal, V. R. Morris.....	803 W. 22nd St.
Miss Mary Johnson.....	2112 August St.
Miss Nellie Hall.....	805 W. 21st St.
Miss Maggie Gilmer.....	2211 Nueces St.
Miss H. A. McCrillis.....	3204 Guadalupe St.
Miss Mary Lee Horton.....	805 W. 22½ St.
Miss Kittie Carlisle.....	1906 San Antonio St.
Miss Gertrude Whitis.....	210 W. 27th St.

#### SOUTH AUSTIN.

Principal, J. H. Day.....	South Austin.
Miss Daisy Warren.....	1802 Pearl St.
Miss Agnes Brady.....	1902 W. San Marcos St.
Miss Corelia Whitten.....	

#### HYDE PARK.

Principal, Miss Willie R. Smith.....	Hyde Park.
Mrs. Z. L. Hunt.....	Hyde Park.
Miss Mary Lowry.....	Cor. W. 31st and King Sts.

FIRST WARD.

Mrs. E. M. E. Garland.....	1609 E. 9th St.
Miss Edla Moody.....	410 W. 2nd St.

SUPERNUMERARIES.

Miss Eula Hill.....	2004 Nueces St.
Miss Ena Allen.....	
Miss Hallie Walker.....	707 W. 10th St.

SPECIAL TEACHERS.

Miss Mary S. Butler, Music.
Leon W. George, Writing and Drawing.

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COLORED TEACHERS.

ROBERTSON HILL.

Principal, L. C. Anderson.....	1010 Olive St.
C. M. White.....	909 E. 10th St.
Mrs. C. L. Woodward.....	1603 E. 7th St.

WEST AUSTIN.

Principal, W. H. Passon.....	1304 E. 6th St.
L. B. Kinchion.....	1700 Concho St.
W. T. McCall.....	
Mrs. F. E. Harrell.....	1403 E. 12th St.
Mrs. A. O. Hubbard.....	807 E. 11th St.

GREGORYTOWN.

Principal, G. W. Norman.....	1702 E. 8th St.
Miss A. L. Evans.....	1307 E. 6th St.
Mrs. J. E. Lampkin.....	1406 Angelina St.
R. M. Meroney.....	1202 Curve St.
Mrs. L. E. Lee.....	603 Comal St.
Mrs. E. S. Lyons.....	1808 E. 13th St.
Miss F. S. Hamilton.....	602 E. 14th St.
Mrs. L. E. Lashwah.....	1108 Waller St.

WHEATVILLE.

Principal, A. Jackson, Jr.....	1607 Chincapin St.
Miss Tennie Hardwell.....	





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